DOCUMENT RESUME

ED 268 074 SP 026 812

TITLE	Metropolitan Life Survey of State Actions to Upgrade Teachers and Education.
SPONS AGENCY	Metropolitan Life Insurance Co., New York, N.Y.
PUB DATE	Mar 85
NOTE	97p.; Prepared by Program Planners, Inc.
PUB TYPE	Reports - Research/Technical (143)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Basic Skills; Career Ladders; Curriculum; Discipline; *Educational Change; *Educational Improvement; Graduation Requirements; Merit Pay; *State Action; *Student Educational Objectives; Teacher Salaries; *Teaching (Occupation); Testing

ABSTRACT

A nationwide survey in 1984 asked teachers their opinions on a variety of reform suggestions for educational improvement. As a followup this survey sought to determine what the states were actually doing about these reforms. In the area of teacher-related reforms, information is provided on actions taken in each state on: (1) teacher compensation; (2) career aldders; (3) merit pay; (4) new graduate apprenticeships and non-certified professionals; (5) special incentives to teach; (6) teacher competency tests; and (7) performance evaluation. State actions for each state are reported in the following areas of suggested student-related reforms: (1) basic skills; (2) broadening of the curriculum; (3) competency tests; (4) graduation requirements; (5) discipline; (6) extended school day or school year; and (7) homework. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED268074

SP

METROPOLITAN LIFE SURVEY OF STATE ACTIONS TO UPGRADE TEACHERS AND EDUCATION

March, 1985

Prepared By Program Planners, Inc.

for

METROPOLITAN LIFE INSURANCE COMPANY
One Madison Avenue
New York, New York 10010

SP 026 812

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

H. Silversberg

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

TABLE OF CONTENTS

Introduction	Page
Part I: The Teacher	1
Summary Table on Teacher Related Reforms	2-3
Teacher Compensation	4
Career Ladders	10
Merit Pay	16
New Graduate Apprenticeship and Non-Certified Professionals	20
Special Incentives to Teach	23
Teacher Competency Tests	27
Performance Evaluation	32
Part II: The Student	35
Summary Table on Student Related Reforms	36-37
Basic Skills	38
Broadening of the Curriculum	44
Competency Tests	51
Graduation Requirements	59
Discipline	
Extended School Day or School Year	69
Homework	73
Bibliography	76

INTRODUCTION

In the last two years, nearly every state in the nation has either implemented educational reforms or is considering reform. Yet during much of the early efforts in 1983, teacher, as a group, were not asked what they thought ought to be done to improve both the quality of teaching and education.

Thus in 1984, Metropolitan Life Insurance Company published the first Metropolitan Life Survey of the American Teacher, undertaken by Louis Harris and Associates. In that survey, teachers were asked their opinions on a variety of reforms having a direct bearing on teachers and students.

As a follow-up to the Survey, Metropolitan Life sought to determine what the states were actually doing about these reforms. The company engaged Program Planners, Inc. to survey the states to discern the status of educational reforms, what is being implemented, relative cost and how state leaders think about the future of education in America. Directors from state's Departments of Education, legislators and their aides from state capitols, and governor's assistants were questioned. New statutes, task force and newspaper

reports were also reviewed. The results of this undertaking are presented herein.

It is Metropolitan Life's hope that this information will be useful in the debate on educational reform.

PART I: THE TEACHER

With public attention focused so keenly on education reform, new laws are being implemented throughout the United States to improve the quality of teaching and to relieve the shortages of instructors predicted in the near future.

Teaching has been labeled as a profession in trouble by a number of indicators. First, the supply of new teacher graduates, estimated at 149,000 for 1985 is 26,000 less than the estimated demand for new teachers. Second, the average starting salary, about $13,450 is well-below that for all other fields requiring a college degree. Third, the profession is having trouble attracting and retaining the best and the brightest.

The excellence movement has generated many teacher related reforms. Teachers' salaries have been a central theme in much of the states' activities. Compensation has been seen by education experts as the topic for 1985 in State Legislatures. It is handled in a variety ways: as across-the-board increases in salary; as part of a merit pay or career ladder program; and, as a grant or scholarship program.

Other reform activities which have been enacted address teacher competency and effectiveness taking the form of teacher competency tests and various forms of performance evaluation. Both of these issues have been debated rigorously in state capitols since the seventies. The eighties excellence movement has breathed new life into these two issues.

SUMMARY OF TEACHER RELATED REFORMS

	Teacher Compensation	Career Ladders	Merit Pay	Teacher Compentency Testes	Performance Evaluation	Apprenticeship & Non-Certified Professions	Special Incentives to Teach
Alabama	B			A		A	A
Alaska							
Arizona	A	A		A	A		
Arkansas	A			A			
California	A	A	A	A	A	A	A
Colorado		A			B		
Connecticut	B	B		A			A
Delaware		B		A	B		
D.C.			B				
Florida	A	A	A	A			
Georgia	B			A		B	
Hawaii							B
Idaho	A	A			A		
Illinois	B	A			A		B
Indiana			B	A			
Iowa				A			
Kansas	A	B		A		A	
Kentucky	B	B		A	A	A	A
Louisiana	A	B		A		A	
Maine	A	A		A			
Maryland	A	A		B	B		A
Massachusetts	B				B		A
Michigan							
Minnesota		B		B			
Mississippi	B			A	B		
Missouri	A			A			

A = Enacted
B = Recommended

	Teacher Compensation	Career Ladders	Merit Pay	Teacher Competency Tests	Performance Evaluation	Apprenticeship & Non-Certified Professions	Special Incentives to Teach
Montana				A			B
Nebraska		A		A		B	
Nevada	B			A		A	
New Hampshire		A		A			
New Jersey	B	B		A		A	A
New Mexico	B						
New York	B	B		A	A	B	
North Carolina	A	A			B		
North Dakota			B				
Ohio	B						
Oklahoma	B	B		B			
Oregon				A			
Pennsylvania			B	A		B	B
Rhode Island							
South Carolina	A	B	A		A	A	A
South Dakota		B		B			
Tennessee	A	A	A				
Texas		A					
Utah	B	A	B		B	B	
Vermont							A
Virginia		B	A				
Washington		B					A
West Virginia	A						
Wisconsin		A					
Wyoming			B				B

TEACHER COMPENSATION

Many states are moving to make salaries for teachers more professionally competitive, market sensitive and performance based, especially in view of the relatively low compensation levels paid to teachers. Nationally, in 1983, the average starting salary for teachers was $13,540 compared to $25,430 for a beginning engineer, $22,260 for computer science experts and $17,450 for business administrators.

Increased compensation has become a high priority among many states. Twenty-eight states have either increased minimum salaries, or are considering increases. Most of the states have enacted across-the-board salary increases for beginning teachers. In the southern states, legislatures have targeted money to bring salaries up to the average salary in the region.

SUMMARY OF STATE ACTIVITIES
COMPENSATION

Alabama - The State Department of Education Report of January 1984 recommended that teachers salaries be raised to make them more compatible with the national average of $20,531. In May, 1984, teachers' base salary was raised to $20,000, a 15% increase. The Department also recommended that teachers work a 40-hour week thus allowing teachers time to perform their instructional duties at school and not have to devote time at home to these duties. No action has been taken.

Arizona - A career ladder program was instituted in 1984 with a minimum beginning salary of $18,000.

Arkansas - In January 1984, across-the-board pay raises for teachers were financed through a one-cent increase in the state sales tax. In addition, the state earmarked 70 percent of the annual increase in state aid for increasing teachers'salaries. Salaries of teachers and administrators is to be raised to the average salary of the adjoining states (Missouri, Tennessee, Mississippi, Louisiana, Texas, Oklahoma).

California - The Hughes-Hart Education Reform Act of 1983 mandated increases in each of three fiscal years, 1983, 1984 and 1985. State funding will be made available to fund the additional cost of increasing by 10% annually the lowest salary, or the teacher salary schedule up to a maximum of $18,000 in 1983-84. Maximum increases in the two subsequent years will be based on the percentage increase in revenue to all districts. Another $17.1 million was appropriated for $2,000 teacher grants.

Connecticut - In December, 1984, the Governor's Commissioner on Equity and Excellence in Education recommended an across-the-board minimum salary of $18,000. This minimum would result in a 30% increase over the current statewide average. Teachers now earn an average starting salary of $13,875. The proposal is estimated to cost $300 million if fully implemented.

Florida - In 1981, Governor Robert Graham adopted a five-year goal to boost Florida teachers' salaries to among the top 12 states. To this end, the Legislature approved an across-the-board teacher salary increase of $2,000.

Georgia - Both the legislature and the Governor have proposed across-the-board salary increases, 10 percent and 11.7 percent respectively. Currently, the beginning teacher salary is $14,329.

Idaho - The 1984 Legislature's School Improvement Act contained a teacher salary component. A $20.3 million appropriation will bring Idaho teacher salaries up to 75 percent of the average of surrounding states. Based on 1983-84 figure, the 1984 appropriation will close 60 percent of the gap between the state average salary of $17,549 and the national average of $20,531.

Illinois - In its January 1985 report, the Illinois Commission on the Improvement of Elementary and Secondary Education recommended that the minimum teacher salary in the state be increased to $20,000 from $10,000. The cost is estimated at $526 million over three years. The average beginning salary in 1983-84 was $14,780. In Chicago, it was $15,471 and in the downstate area, it was $14,619. The estimated cost to gradually raise salaries is $200 million.

Kansas - The Governor recommended and the State Legislature funded additional state aid to school districts to allow for a 10 percent increase in teacher salaries for 1984-85. As of November 1984, the State Board of Education recommended an increase in local budget authority to permit salary increases of 11 percent for 1985-86.

Kentucky - The Legislature turned down the state Superintendent's recommendation for a 16.5 percent increase in salaries over 2 years.

Louisiana - In June, 1984, the State Legislature passed a new tax to finance across-the-board 7 percent pay raises with a $1,200 unit for teachers and other school employees.

Maine - In September, 1984 the Maine Legislature appropriated a $2,000 bonus for teachers. The single year bonus will cost $27 million. As of 1984, the minimum teachers' salary was $5,000.

Maryland - The Legislature appropriated $65 million to be used to increase teachers' salaries, or other improvements.

Massachusetts - In November 1984, the committee of Ways and Means introduced a bill providing for the improvement and modernization of public elementary and secondary education. It includes a new minimum salary of $18,000 for teachers in public day schools.

Missouri - In December 1984, a special legislative committee, the Joint Education Committee, drafted its education legislation for 1985 which includes a $30 million proposal to raise minimum entry salaries to an average of $17,000.

Mississippi - The 1982 reform act urged improvements in Mississippi's historically low teachers' salaries. But while setting an increase to the Southeast average as a goal, the act did not mandate a timetable. In his 1985 legislative recommendations, the Governor called for a $1,000 across-the-board pay raise and Assembly Education Committee called for $2,000.

Nevada - In September, 1984, the State Board of Education submitted to the Governor a two-year plan that calls for a 17.5 percent increase in teachers' salaries in the first year and a 4.5 percent increase in the second year. The estimated cost is $129 million.

New Jersey - In his 1984 special message to the State Legislature, the Governor recommended a minimum salary of $18,500. In January 1985, the State Assembly voted a minimum salary of $20,000 and the bill is now being debated in the State Senate.

New Mexico - In December 1984, the Governor proposed increasing starting salaries to $25,000 by 1989.

New York - In January, 1985 the Governor proposed that $60 million be allocated by the Legislature for teachers'salaries and other programs. The Education Committee of the Assembly has proposed a minimum teachers' salary of $19,000.

North Carolina - The North Carolina Commission on Education for Economic Growth recommended a 15 percent increase in starting salaries and 20 percent increase for more experienced teachers, as follows:

	Beginning Teacher	Experienced Teacher
1984	$15,710	$17,220 - $26,180
1985	$15,710 + CA*	$18,000 - $28,750
1986	$15,710 + CA	$18,000 + CA* - $31,700
1987	$15,710 + CA	$18,000 + CA* - $34,000

CA: Adjustment required to keep entry level salaries competitive with other professions requiring comparable levels of training.

Ohio - In December, 1984 the State Board of Education's 1985-86 budget request included across-the-board increases in minimum teachers' salaries of $2,100 in 1985 and another $1,100 in 1986. currently the minimum salary is $12,700. By 1987, under this plan, the minimum would reach $14,800.

Oklahoma - In October 1984, the Governor's 94-member Commission on Reform of State Government recommended that teachers' salaries be raised to the national average by 1989. The average salary is currently $18,270, $3,460 less than the national average.

South Carolina - As part of the South Carolina Education Improvement Act of 1984 as of July 1984, the state minimum salary for teachers was set at $14,172 (a 10.27 percent increase). Beginning with FY1986, the minimum salary schedule will be adjusted to reflect the average of the southeastern states. School districts cannot lower their local salary supplements below their 1983-84 level. After 1986, minimums will be in effect only for teachers who demonstrate minimum knowledge proficiencies. $60 million was allocated for this program.

In January 1985 it was reported that the average southeastern teachers' salary was $19,828. The average salary in South Carolina rose $2,600.

Tennessee - As part of its Comprehensive Reform Act of 1984, 10 percent across-the-board salary increases were mandated from $1,000 to $7,000.

Utah - In January 1984, the report of the Utah Commission on Educational Excellence recommended to the State Board of Education in October 1983 a beginning salary of $17,500.

West Virginia - In March, 1984 the Legislature raised average teacher salaries by $2,000 and $40 increments for each year of experience.

CAREER LADDERS

One of the most popular teacher-related reforms among the states is career ladders. They are known by a variety of names such as differentiated staffing, performance based pay, and master/mentor teacher programs. However, typically, career ladder programs are characterized by differential staffing or ranking teachers based on experience and education, such as "apprentice" teacher or "master" teacher.

The best known career ladder programs were instituted in 1983 and early 1984 in Tennessee, Florida and California. Since that time, another twenty-four states are following their lead while eleven states are pursuing merit pay.

SUMMARY OF STATE ACTIVITIES
CAREER LADDERS

Arizona - In 1984 the State Legislature funded grants to the school districts for the development of career ladder plans. Sixteen districts were given a total of $100,000 to develop plans. A legislative committee reviewed the plans in late 1984 and wanted changes in the plans. They have been sent back to the districts. There have been no additional funds appropriated at this time.

California - The 1983 education reform provides for a voluntary career ladder with qualified teachers opting to enter the mentor program. They become master teachers and receive a stipend for advising probationary teachers.

Colorado - In 1984 the Legislature enacted and funded pilot programs on alternative salary policies. The plans may include a career ladder program, but it is not mandatory. The plans are to be submitted to the Legislature in 1985.

Connecticut - In 1983, the Distinguished Citizen Task Force on Quality Education recommended the creation of career ladders to attract and retain teachers. The State Board of Education did not adopt the concept but in December, 1984 a new teacher certification law was enacted. It calls for three levels: initial, provisional and professional. The law provides for a mentor teacher with a stipend of $1,000 to aid the initial teacher. The master level certification was voted down by the Legislature. There is a new Governor's Commission examining ways to attract teachers and its report is due in June 1985.

Delaware - In 1984 the State Legislature created a State Task Force on Education for Economic Growth to examine a career development and accountability program for school employees. In its interim report, they proposed a four step career ladder. Nothing has been approved and the final report was due the middle of February, 1985.

Florida - In 1984 the State Legislature passed a program concerning performance-base pay for teachers: one on a master teacher program and an associate master teacher. In order to participate in the master teacher program and associate master teacher program, four years teaching experience is required, two of which must be in Florida; a master's degree in the appropriate field, certificate of vocational training or a superior score on examination; three superior performances as evaluated by the principal using an evaluation system approved by the State Board of Education. The law provided $10 million.

Idaho - In 1984 the State Legislature funded $100,000, for a program to develop guidelines for teacher excellence. The local districts have the option to develop the plans but with some conditions. There must be a career path of three or more levels, on which teachers will advance based on performance evaluation. The plans will be implemented in the 1985-1986 school year with an appropriation in 1985.

Illinois - In 1984 the State Legislature funded a master teacher program providing $1,000 stipends to 500 teachers. The teachers were chosen by regional committees and for three days a year they taught other teachers.

Iowa - There is a career ladder bill currently in the State Legislature. The State Board of Education is currently holding informational meeting for citizens throughout the state.

Kansas - The State Board of Education in 1984 recommended to the local districts that they create career ladder plans to be established by the 1988-89 school year.

Kentucky - The 1984 Legislature established a committee to be appointed by the Governor. The Council on Educational Reform is charged with developing a plan for a voluntary career ladder. The plan must be submitted to the State Legislature by July 1, 1985.

Louisiana - In 1984 the State Legislature created a Career Ladder Commission which is to submit a report by July, 1985. This commission was created after the Governor's proposal was defeated in 1984. In February 1985 the commission was unable to agree and scrapped the idea for at least another year.

Maine - In 1984 the State Legislature changed the standards for certification. Certification is divided into three levels, provisional, professional, and master teacher. In order to advance, the teacher must be satisfactorily evaluated by a support system. The system will individualize an action plan for each person describing the skills needed to receive a positive evaluation. Extra pay awards will be decided by the local districts.

Maryland - In 1984 the State Legislature passed a school finance bill with a provision for extra monies if school districts devise a master teacher-career ladder plan.

Minnesota - In December 1984 the Governor's Commission advised the local districts to develop "differentiated career paths."

Nebraska - In 1984, the State Legislature changed the certification process for teachers. It includes a four tier career ladder. The levels are apprentice,initial, standard and professional. The plan should be implemented in 1985-86 school year and is expected to be funded in the 1985 session.

New Hampshire - In 1985 the legislature has funded a mentor teacher plan. The teachers are to be given $1,500 yearly in school years 1985 to 1987. $144,000 was allocated to develop teacher evaluation plans.

New Jersey - The Commission on Master Teacher which was appointed by the Governor in 1983 reported in 1984. It stressed the concept of peer evaluation in the choice of master teacher. In September 1985 a three-year pilot program will be started in several school districts. The master teacher is to receive a $5,000 stipend each year.

New York - Since January 1985 the Senate Education Committee has been examining alternative career ladder programs. A career ladder bill has yet to be introduced.

North Carolina - In 1984 the General Assembly passed a career growth program for certified school administrators. Pay and recognition will be based upon experience, ability, and performance. The Charlotte-Meckenburg School District and other districts are now operating a pilot program. The General Assembly approved a statewide program to be funded and implemented by July 1, 1986.

Oklahoma - In January 1985, the Governor proposed $8 million to fund a career ladder program.

South Carolina - The 1984 Education Improvement Act calls for programs to be developed. Three-quarters of a million dollars has been allocated over two years to fund pilot programs for the development of career ladders for teachers.

South Dakota - The 1984 legislature defeated a merit pay plan for teachers, but created a joint committee of the State Board of Education and the State Board of Higher Education to study incentive plans for teachers.

Tennessee - In February, 1984, the Legislature approved a career ladder program as part of its Comprehensive Education Reform Act of 1984 and appropriated $341 million. The reform package is expected to cost $1 billion over the next three years funded by a 1 cent sales tax increase and an amusement tax.

The career ladder program has five steps: a first year probationary teacher and four steps from apprentice teacher to Career Level. Salary supplements range from $500 to $7,000 depending on level or length of service. This program also includes a recertification of teachers every five years with evaluations at the local level. The program is optional for current teachers and mandatory for new teachers.

Texas - The 1984 Texas Education Reform Bill created a four-step career ladder plan for teachers. All new teachers began at step one in 1984. Pay supplements for other levels are: level 2 - $2,000; level 3 - $4,000;

level 4 - $6,000. Each level requires a specific number of years in the previous level, higher education coursework or advanced training, and a specific level of performance. In order to reach the 4th level of master teacher, a teacher must pass a comprehensive examination. Master teachers will supervise student teachers or act as department heads. The entire teacher salary program is estimated to cost $600 million per year for 1985-1987.

Utah - The State Legislature provided $15.2 million in 1984 to implement a career ladder program. The school districts will structure the system and it must be based on effective teaching performance or formal evaluation of teachers and student progress.

Virginia - A 1982 General Assembly Resolution requested that the State Board of Education examine the concept of rewarding outstanding teaching. The Board recommended that plans be developed in the local districts under guidelines approved by the Board. The career ladder plans include four levels: probationary, teacher, senior, and master. The senior and master levels are to be determined by performance evaluation which is to be determined by the school board in the local district. The suggested increments on the ladder are $5,000 for senior and $8,000 for master. There was $500,000 appropriated for pilot programs in 1984-86 in six districts.

Washington - In December 1984, a legislative commission advised the creation of a career ladder system and increased salaries for teachers. The Legislature is expected to act on it in early 1985.

Wisconsin - In 1984 the School Commission Task Force advised a four step career ladder for teachers. It has not been funded as yet because the school taxation issue is volatile. Only 26% of the taxpayers have children in school.

MERIT PAY

Merit pay has been expounded as a way of improving teachers salaries and professionalism. Proponents say that better teachers should be paid more. It has also been said that merit pay offers incentives to attract better people into the profession and to retain them.

There are many critics of the concept. Some believe that selecting out meritorious teachers would be divisive in a profession where cooperation is essential. It has also been said that it would be difficult to implement merit pay fairly.

Merit pay for teachers has been defined in several ways. First, it has been thought of as a way to reward teachers for outstanding performances. Secondly, it has been seen as a determinant of salary increases based on performance. Finally, as a means of establishing ranking system similar to the system for college professors.*

Four states have implemented a merit pay plan based on a straight bonus for excellence. Three have implemented

*There are times when career ladder programs are called merit pay. In this study the programs were divided by type and not by name.

a plan based on a ranking system usually put into a senior or master teacher career ladder plan. The other states are either conducting pilot studies or debating the issue.

As of February 1985, the following eleven states have implemented or are currently discussing a merit pay plan for teachers.

SUMMARY OF STATE ACTIVITIES
MERIT PAY

California - The "teacher mentor" program established by the 1983 law pays the mentor a stipend of $4,000 for outstanding teaching.

District of Columbia - The Superintendent of Schools and the Board of Education appointed a task force with a consultant from the Rand Corporation to conduct a study of merit pay for teachers. A Study of Teacher Incentives for the District of Columbia Public Schools was issued in June 1984. The task force believes that a comprehensive approach to the problem is needed and it must take into account monetary and nonmonetary incentives in teaching. They recommended that a plan be implemented that recognized and utilized expert, experienced teachers and rewards them.

Florida - The 1983 State Legislature created a 15 member Quality Instruction Incentive Council whose primary purpose was to develop and implement a statewide merit pay plan. The legislation created a merit pay plan to be developed at the school district level through collective bargaining and a statewide incentive plan based on outstanding job performance. In 1984 the Legislature voted $30 million for local merit pay programs. The 1983 law was changed. Previously, a three person committee evaluated teachers, now the school principals will conduct the evaluations.

Indiana - The Governor's Select Advisory Commission recommended to the State Legislature that funds be provided in 1984-85 to design and implement incentive programs which would reward and encourage excellent performance among teachers. Funding has been delayed and the State Legislature is now debating the program. It is expected to be enacted in 1985-86 school year.

North Dakota - Currently, the 1985 legislature is discussing educational reform. The State House Republican Leader, has proposed a merit pay program but no details are available at this time.

Pennsylvania - There were two merit pay bills introduced in the 1984 State Legislature. The Governor proposed a $2,000 excellence award to the top five percent of the state's teachers. Another plan calls for two extra categories of teachers: master teacher and senior teacher. The master teachers would be paid 140% of the base pay and the senior teacher would be paid 120%.

South Carolina - In November 1984, the State Board of Education approved a joint effort by selected school districts to develop a merit pay program. The districts will develop models using guidelines developed by the Education Department. Grants totaling $450,000 will be awarded to selected school districts to develop the program during the 1984-1985 school year.

Tennessee - In December 1982 the General Assembly's Comprehensive Education Study recommended that the state find a way to reward outstanding teaching. In March 1983 the Better Schools Program came out of Conference Committee. It created a career ladder system with a supplement of $1000 for a tenured teacher who joined the system. There are $2,000-$4,000 for senior teachers and $3,000-$7,000 for master teachers. In August 1984 teachers took the examination for inclusion in the plan.

Utah - In 1983 the Commission on Educational Excellence recommended an incentive program to reward teachers. They suggested a career ladder with extra salary for the "Teacher Leader".

Virginia - In October 1984 the State Board of Education endorsed a $1 million pilot project to establish a merit pay plan. It is to be in conjunction with a career ladder plan, but only the merit pay section has proposed funding. A target date of 1986 has been sent to begin the plan.

Wyoming - In his January, 1985 message to the Legislature, Governor Herschler has asked for a stipend for teachers who supervise student teachers.

NEW GRADUATE APPRENTICESHIP AND NON-CERTIFIED PROFESSIONALS

Since the times of the Guilds in the Middle Ages, young people have been apprenticed to masters in their field. This has been most common in the trades and in the crafts. In modern times, many of the professions have demanded that new graduates serve internships. The educational reform movement has seen some states use this method for entry into the profession.

Nine states have provisions for apprenticeship programs. Four states have tied it in with the career ladder concept; the master teacher, or mentor, will supervise the new teacher.

New Jersey and California have established certification procedures for non-education graduates using the internship concept. In September 1983 the Governor of New Jersey proposed that the profession needed to be open to other qualified individuals who have not taken education courses. He proposed that a new certification plan be adopted requiring a baccalaureate degree, competency in a subject area by passing a state examination, and completion of a one-year supervised internship. The proposal was accepted by the State Board of Education in 1984 and will be implemented in the 1985-86 school year.

As of February 1985, the following thirteen states have established or recommended apprenticeship

SUMMARY OF STATE ACTIVITIES
APPRENTICESHIPS

Alabama - In 1984 the Legislature passed temporary certification law for qualified graduates to teach math and science because of the shortages in these areas.

California - The Education Reform Act of 1983 allows for individuals with baccalaureate degrees to be certified as a teacher trainee. The trainees may teach in a subject area when they have passed a basic skills proficiency test. They will be supervised by a mentor teacher.

Georgia - In 1983 a legislative commission recommended the certificate of non-education majors. In 1985 the State Board of Education established in 1985 a committee to simplify teacher certification.

Kansas - The Legislature voted in 1984 that there will now be a probationary period for beginning teachers. The period is now three years, previously, it was two years.

Kentucky - The 1984 law states that all teachers who enter the profession in the 1985-86 school year shall be classified as interns, as will all out-of-state teachers with less than 5 years experience. The intern will serve one year under the direction of a master teacher.

Louisiana - In 1984 the State Legislature created the Louisiana Teaching School year. All teachers employed to teach for the first time shall participate in the program. The new teacher will be assigned to a support team consisting of the school principal, a master teacher,and a regular faculty member of the college.

Nebraska - The Governor's Task Force recommended in 1983 that the Department of Education should develop a program to assist new teachers. They suggest that a team of education professionals determine whether the intern should be recommended for future certification.

Nevada - As of 1984 the State Board of Education allows provisional certification for teachers who have not completed their training.

New Jersey - Governor Kean announced in his State of the State message on January 9, 1985 that the internship outlined above will be implemented at the local district level in September, 1985 by the State Board of Education.

New York - An internship program for all teachers has been proposed for 1985-86 school year. The program will be voluntary and requires a new teacher to work under the guidance of an experienced professional.

Pennsylvania - The Governor's Report on Education along with his administrative agenda presented in October 1983 calls for an apprenticeship system of professional support and evaluation for beginning teachers.

South Carolina - In 1984 the State Legislature passed a law allowing a B.A. or B.S. in shortage areas to receive a provisional contract. They must pass an examination in the subject area.

Utah - The State Board of Education recommended in October 1983 that an apprentice teacher be a part of the career ladder to be implemented by the Board.

SPECIAL INCENTIVES TO TEACH

Increasingly, states are beginning to recognize the severity of the teacher shortages especially in science, mathematics and computer science. The recruitment problem is exacerbated by non-competitive entry level teachers' salaries and the inability of the schools to retain qualified teachers especially in shortage areas.

In addition to compensation, state legislatures are creating new incentives to teach. There have been two major incentives to teach created by the states: payment of student loans by the state; and special scholarships to students who major in a branch of teaching which is seen as having a critical shortage of qualified teacher. Ten states have created a loan program and four states have created scholarships. Three states have both programs.

SUMMARY OF STATE ACTIVITIES
SPECIAL INCENTIVES

Alabama - In 1982 a forgivable loan program has operated for graduates who teach in math and science.

California - The Education Reform Act of 1983 provides for a loan assumption program in the teacher shortage areas of science and mathematics.

Connecticut - In 1984 the General Assembly enacted legislation which allows education loan recipients who teach to be eligible for loan forgiveness. The teachers may be employed in public, private or parochial schools.

Hawaii - The 1984 State Board of Regents report recommends several incentives such as forgivable loans, sabbatical loans, and scholarships to top students.

Illinois - In January 1985 the Legislature's Commission on Improvement of Elementary and Secondary Education recommended scholarships in shortage fields.

Kentucky - There has been a forgivable loan program for prospective math and science teachers since 1982. In 1984 the Governor's Commission recommended to the Legislature that a scholarship program be established to attract students to teaching.

Maryland - In 1984 the General Assembly passed legislation which allows scholarships for able students who agree to teach in critical shortage areas.

Massachusetts - In 1984, the State Legislature established forgivable loans for teachers entering shortage areas. For every year of teaching a year of undergraduate work would be paid.

Montana - In January 1985 the Governor recommended a scholarship loan program to attract students into teaching.

New Jersey - Governor Kean in his annual message to the Legislature on January 8, 1985 proposed recruitment of 100 top college graduates into teaching by redeeming their student loans in return for service to the schools. The Governor also proposed a program, Governor's Teaching Scholars, to those who would commit to a specific number of years to teaching. They would then be eligible to receive education loans which would

be repaid by the state. The State Department of Education is currently developing criteria.

New York - In 1984-85 $2 million was provided for scholarships for people who wish a career in teaching.

North Carolina - The Commission on Education for Economic Growth in 1984 recommended to the General Assembly a $400,000 scholarship fund for top high school students interested in teaching. The North Carolina Public Education Policy Council recommended that the State Board of Education begin loan and scholarship assistance to prospective teachers in areas of anticipated shortages.

North Dakota - The 1985 State Legislature is discussing a loan forgiveness program for students who teach.

Pennsylvania - Governor Thornburgh recommended to the Department of Education in 1983 that the teacher certification program become more flexible in order to attract non-education majors into the schools. A task force on teacher preparation has been created and is currently examining teacher education. In 1984 the Legislature established a loan forgiveness program for math and science majors who then teach.

South Carolina - The South Carolina Education Improvement Act of 1984 has mandated that the Commission in Higher Education, the State Department of Education and the South Carolina Student Loan Corporation cooperate to develop a loan program for students who wish to become certified teachers in areas of critical need. The loan will be canceled at the rate of twenty percent for each year of teaching.

Vermont - In 1983 the State Legislature established a loan forgiveness program in teacher shortage areas.

Virginia - In 1984 the State Board of Education approved fifty-eight math and science scholarships of $2,000 each for students who go into teaching.

Washington - In 1983 the State Legislature established a forgivable loan program for teachers of math and science.

Wyoming - Governor Herschler in his opening statement to the legislature asked for funds to set up a scholarship fund for teachers.

TEACHER COMPETENCY TESTS

Quality teachers are essential to ensuring excellence in education. Yet, measuring teacher quality has eluded state Legislatures and state Education Departments since earlier reform efforts in the seventies.

With the eighties excellence movement has come re-emphasis or strengthening of teacher certification procedures. Many of the new mandated teacher tests are linked to career ladder or merit pay programs.

Nineteen states have responded by requiring competency tests of new teachers in basic skills. Six states require two tests, one subject area knowledge test and a basic skills test. Three states are testing all teachers.

SUMMARY OF STATE ACTIVITIES
TEACHER COMPETENCY

Alabama - Since 1981 the State Board of Education has required an initial certification examination and a competency examination in a subject field.

Arizona - Since 1984 the State Legislature has required a proficiency examination for students entering education schools and to obtain certification.

Arkansas - A State Teacher Basic Skills test has passed the State Legislature. It was field-tested in October 1984. In November 1984 the Arkansas Education Association filed suit against the law. The Association believes that the law is demeaning to teachers and educationally unsound.

California - The 1983 law required competency tests for all certificated personnel reassigned or assigned to teaching positions if they do not hold a credential, or college major in the appropriate subject. A basic skills test is required for licensing of new teachers. In November 1984 the test was given and one-third of the teachers failed the test.

Connecticut - In 1983 the State Board of Education established a basic skills test to be taken before certification. It begins in the 1985 school year. Testing in subject areas will begin in 1987.

Delaware - Since 1982 the State Board of Education has required basic skills test be taken before a teacher can be certified.

Florida - In 1984 the State Legislature passed a law requiring modification of the current teacher certification exam to include college level academic skills test and to include specific subject area test.

Georgia - Since 1978 the State Board of Education has required basic skills tests be taken by teachers before receiving permanent certification.

Indiana - In 1984 legislation was passed requiring that by July 1985 all new teachers and those from out of state pass a basic skills test to be licensed by the state. The test will be funded by charging $50.00 for a teaching license.

Iowa - In 1984, the State Legislature required a basic skills test be taken in order to be certified to teach.

Kansas - In 1984, the State Legislature required all prospective teachers to pass competency tests. The law becomes effective in May 1986.

Kentucky - The 1983 law mandates that by January 1, 1985 initial certification of all new teachers requires written tests which measure communication skills, general knowledge, professional education concepts and knowledge in a specific teaching field.

Louisiana - Since 1980 the legislature has required general subject examinations for certification.

Maine - The 1984 Education Reform Act requires a competency test be taken in order to enter the profession.

Maryland - A statewide Commission on Quality Teaching was appointed in April 1981. They made recommendations to the State Superintendent who prepared a plan which is moving toward implementation. One of the recommendations concerns the initial teaching certificate. After graduating from college each candidate would have to pass two tests: one consisting of communications, general knowledge and professional knowledge components; and, another test given in their specialty area.

Minnesota - In May 1984, the Higher Education Coordinating Board was assigned to study teacher training. One of the items they are investigating is minimum competency testing. The Board report is due in early 1985.

Mississippi - As a part of the 1982 law, the testing of basic skills is required before certification, effective in 1986.

Missouri - In 1984, legislation was passed requiring teacher candidates in high school to pass subject area tests.

Montana - In November 1984, the Office of Public Instruction proposed that teachers seeking initial certification must pass the "Pre-Professional Skills Test." The testing is to begin in 1986. It has been estimated to cost $47,000 the first year and $32,000 annually thereafter. They propose to pay for the testing by charging teacher certification applicants $50.00 each.

Nebraska - The 1984 School Reform Act requires prospective teachers to be tested on subject before being allowed in the classroom.

Nevada - In 1984 the State Board of Education required competency testing be required for certification.

New Hampshire - In April 1984, the State Board of Education voted to require testing of all new teachers in English, mathematics and communication skills. This applies also to teachers transferring credentials from other states. An implementation date has not been set. The Board plans to use the "National Teacher's Examination."

New Jersey - The Education Commissioner announced in December 1984 that in order to teach in the state in the 1985-86 school year, new teachers will have to pass a competency test. The announcement came as a surprise to the twenty-six teacher education schools and the schools are presently considering legal action.

New York - Since 1982 the State Board of Education has required that new teachers pass an examination for certification.

Oklahoma - In 1984 the Commission on Reform in Government proposed a one-time competency examination for all Oklahoma classroom teachers who have entered the profession since February 1, 1982. The examination would test basic skills and skills in the subject area in which teachers wish to teach. The President of the Oklahoma Education Association is opposed to the testing. He said that teachers resented the idea of testing in order to receive additional salary.

Oregon - Effective spring 1986, all education graduates will be required to take the California Basic Skills Test.

Pennsylvania - In 1984 the Board of Education approved the Governor's proposal to require basic skills testing of new graduates.

South Dakota - In January 1985, the Governor recommended competency testing of new graduates.

Tennessee The 1983 law establishes a State Certification Commission whose duties include the development of certification tests for new teachers.

Texas - The 1984 law establishes testing of new teachers and teachers transferring from out-of-state. The testing will begin in the 1985-86 school year. The State Board of Education will administer the test.

PERFORMANCE EVALUATION

The merit pay and career ladder initiatives have lead states to reconsider methods of evaluating teachers' performance. Some states have been re-examining performance evaluation criteria established in the seventies.

A great majority of the states evaluate new teachers after one year of teaching. Many of these standardized evaluations pre-date the reform movement of the last few years. A few such as South Carolina allow for a hearing if the new teacher is dismissed after the evaluation. Five states have mandated by law periodic teacher evaluations. Four states have recommended to the local districts that evaluations of teachers be done.

As of February 1985 the following fifteen states have periodic evaluations of non first year teachers.

SUMMARY OF STATE ACTIVITIES
PERFORMANCE EVALUATION

Arizona - In 1983 the State Board of Education created a "skills list" on which teachers will be evaluated. It is also a part of the career ladder plan.

California - The Educational Reform Act of 1983 mandates teacher evaluations. Certificated employees are to be assessed in relation to: student progress toward

expected achievement; techniques and strategies used in instruction; adherence to curricular objectives; and maintaining a suitable learning environment. The evaluations will be performed biennially, but if unsatisfactory, they may be completed annually. Unsatisfactory evaluations would require teacher to enter a program designed to improve performance.

Colorado - In January 1985, the Governor proposed adding unsatisfactory performance as a criterion for revocation of tenure.

Delaware - In January 1985, as a part of the career ladder plan, the senior teacher would be required to evaluate other teachers.

Idaho - In 1984 the State Legislature allowed for annual evaluation of teachers, and the Board of Education followed with recertification every six years. Both programs became effective in the 1984-85 school year.

Illinois - In January 1985, the State Board of Education required the local districts to formulate evaluation systems for all teachers.

Kentucky - The 1984 law states that a Commission be established to select or develop an evaluation system to measure competency of new teachers and teachers on the career ladder. The areas to be evaluated include: an understanding of school curriculum; teaching practices; use of materials; discipline; and knowledge of the learning process. The committee must submit its report to the Governor, State Board of Education, and Legislative Research Commission and the Interim Joint Committee on Education by July 1, 1985.

Maryland - In 1981 a statewide Commission on Quality Teaching was appointed and in its report of October 1982 recommend evaluation of teachers. The State Board of Education began a pilot study to establish the classroom based criteria for the evaluation. A final report has not been produced.

Massachusetts - The Education Reform Bill currently being debated in the Legislature provides for evaluation of all teachers every two years. The standards and procedures will be subject to collective bargaining but the principles would be governed and established by the State Board of Education.

Missouri - The State Board of Education, in their report Reaching for Excellence, recommended establishing objective, performance-based evaluation procedures for teachers. The plan which should be used by the local districts, should include a provision for peer review.

New York - Since 1984 the State Board of Education requires all teachers to receive annual performance review which becomes effective August 1986.

North Carolina - In 1984 the Commission on Education for Economic Growth recommended that the State Board of Education should develop a quality assurance program for experienced teachers which should include annual evaluations by mentor teachers and administrators, individualized plan to improve deficiencies, and dismissal of individuals who do not improve or meet the basic competencies.

South Carolina - In 1982 the State Legislature eliminated instant tenure after six months and requires a 1-4 year probation at minimum salary. The bill also provides for an evaluation system.

Utah - The Commission on Education report quotes some studies on teacher evaluations. The report recommends using four components to an evaluation: assessment of student performance; non-competitive peer evaluation; student evaluation of teacher performance; the school principal's assessment of the teacher. The Commission neither directs the local district nor the State Board to begin an evaluation program.

PART II: THE STUDENT

The perception of the American public that students are not learning, and that as a nation, we are losing our competitive edge has lead many states to toughen the educational program.

With the advancement of high technology and computerization, computer literacy has been written into the basic education program. With changes in the family structure have come mandated kindergarten and early childhood education.

Discipline policies have been sharpened, a problem viewed by the public as most counter-productive to the educational process.

Student competency tests, like teacher competency tests have always been viewed as an important link to educational quality. Again, the current excellence debate has spurred more state reforms in this area.

SUMMARY OF STUDENT RELATED REFORMS

	Emphasis On Baiscs	Broadening Curriculum	Competency Tests	Graduation Requirements	Emphasis On Discipline	Extend Day Or Year	Emphasis On Homework
Alabama	B	B	B	B		B	B
Alaska		B		A			
Arizona			A				A
Arkansas	A	A	A	A	B	A	A
California	A	A	A	A	A	A	
Colorado			B				
Connecticut	A	B	A	B	A	B	A
Delaware	B	B	B	B	B	B	B
D.C.				A			
Florida	A	A		A		A	
Georgia		A		A			
Hawaii			B				
Idaho			A			A	
Illinois			B	A			
Indiana	A	A	A	A			
Iowa							
Kansas		B	A			A	
Kentucky	A	A	A	A	A	A	
Louisiana		A	A	A	A		
Maine		A	A				
Maryland	A	A	B		A		
Massachusetts	B	B		B	B	B	
Michigan	A	B	B	B	B	B	B
Minnesota		A	A				B
Mississippi	A	A	A	A	A		
Missouri	A	B	B	A		B	B

A = Enacted
B = Recommended

	Emphasis On Basics	Broadening Curriculum	Competency Testes	Graduation Requirements	Emphasis On Discipline	Extend Day Or Year	Emphasis On Homework
Montana	B		A				
Nebrasks	A	B		B		B	B
Nevada			B				
New Hampshire						A	
New Jersey			A	B	A		
New Mexico							
New York		A		A			
North Carolina	B	B	A		B	B	B
North Dakota						A	
Ohio		B		A	A	B	
Oklahoma	B	B	A	B	A	B	
Oregon		B	A	A		A	
Pennsylvania	A	B	A		B		
Rhode Island		B					
South Carolina	A	A	A		A	A	
South Dakota						A	
Tennessee				A			
Texas		A	A	A	A	A	
Utah	B	A					
Vermont							B
Virginia	A			A			
Washington		A	A	A			
West Virginia							
Wisconsin			B	A			B
Wyoming						B	

BASIC SKILLS

Several recently conducted studies have shown that high school students are graduating without the necessary skills to succeed in the world of work and college. In a study of college freshmen at the University of Wisconsin, twenty-five percent were found not to have the basic skills needed for success in entry level courses. Similarly, the National Commission on Excellence in Education heard testimony that only one-fifth of the nation's seventeen-year olds were capable of writing a persuasive essay and only one-third were able to solve a sophisticated mathematics problem.

Scholastic Aptitude Test scores have also been declining over the past twenty years. The verbal scores fell fifty points and the mathematics scores dropped forty points between 1963 and 1980. Thus, the National Commission recommended stressing basic education and expanding the concept to include science, social studies, and computer science in addition to English and mathematics.

The National Center for Policy Analysis opined that declining test scores were linked to school attendance and school funding. Many states use average daily attendance as the bases for funding. Thus school

districts have devoted more time, energy and money to improving attendance rather than the educational program. It has been assumed that one of the ways to improve attendance is to provide a classroom environment which is more demanding and more academically rigorous. While most states still tie funding to attendance, others, such as California, have legislated special merit grants to school districts based on academic achievements.

An overwhelming majority of the states responded to these findings by re-emphasizing the basics in education. There have been curriculum reforms of one type or another in 21 states.*

Connected to the return to basics movement, is the updating of textbooks. Four states have revised textbooks and advise the districts to use more challenging instructional materials. Some states, like Minnesota, are forming consortia for booksharing.

*The states which are included in this section specifically mention improvement of basic skills in their report or law, all other curriculum or textbook changes are in the curriculum section.

SURVEY OF STATE ACTIVITIES
BASIC EDUCATION

Alabama - As of 1984 The State Department of Education recommended broadening the definition of the basics from language arts and mathematics to including science, social studies, computer science, art and music, and physical education. The local school system will establish instructional plans to implement the new basics. The issue is now pending before the State Board of Education and the local school districts.

Arkansas - The Quality Education Act of 1983 established an Educational Standards Committee to make recommendations to the State Board. They designed a core curriculum with an emphasis on basics which includes language arts, mathematics, social sciences, science, fine arts and physical education. Each school must use the guidelines as a minimum content outline in order to receive accreditation.

California - The 1983 law re-establishes the basics as English, mathematics, science, social sciences, fine arts, foreign language, physical education and requires extra credits be taken in them to graduate. $39.5 million was appropriated for textbooks.

Connecticut - The schools have received $6.4 million from the 1984 Legislature in a Compensatory Education Grant for remedial instruction in basic skills.

Delaware - In January 1984 the Governor's Task Force recommended that new and enhanced remedial activities be funded by the State Legislature. No action has been taken, but a new task force has been created by the State Legislature to study recommendations further. A final report is expected in February 1985.

Florida - In the 1983-84 school year the State Legislature appropriated $30 million for improvements in materials to teach math and science in grades K to 12.

Indiana - In November, 1983, the Governor's Advisory Commission reported that "the cornerstone of Indiana's future emphasis in education will be mastery of the basics in the earlier grades." They believe lower class size is the best way of initiating the plan. The school will receive $18,000 for each new teacher hired to teach class unit of 18 or less. It will start in 1984 with first grade. The Legislature changed the manner in which textbooks are chosen. Now the State Board has the responsibility instead of a special commission.

Kentucky - A 1984 law mandates that at least 70% of classroom time in elementary schools shall be spent on basic skills. Secondary schools shall spend 60% of their classroom time on basic skills. The law lists reference skills, i.e., library skills of locating and utilizing various sources of information, to the list of basic skills of reading, spelling, writing, and mathematics.

Massachusetts - The State Legislature is debating the issue of giving grants to schools with plans for "basic skills transition programs." The plans must have measurable goals in basic skills acquisition and remediation efforts. They must also include curricula grounded solidly in basic skills.

Maryland - In 1977 the State Superintendent of Schools and the Maryland State Board of Education issued a major policy statement concerning schooling and re-affirmed their commitment to basic education. In the 1977-1978 school year Project Basic began which established a set of learning requirements which all students in Maryland must be taught.

Michigan - In 1980 the State Board of Education approved improvements in basic skills including communication and mathematics. The 1984 report recommends strengthening and enlarging that basic skills program. The Board also recommended improved formal textbook review procedures.

Mississippi - The State Board of Education has established minimum levels of achievement. Students in elementary school must demonstrate mastery of all the basic foundation skills during the primary grades.

Missouri - The Education Reform Act of 1982 included a program to improve the mastery of basic skills. The program is premised on the belief that the more time students spend on basic skill study and practice, the better their education. A Basic Skills Assistant Program has been established wherein assistant teachers work in the classroom expressly in the basics under the direction of a teacher.

Montana - In 1983 the Board of Education's task force set up lists of 35 cognitive skills which must be mastered by students in order to graduate. They include certain expectations in reading, writing, speaking and listening, mathematics, reasoning and studying. The lists have been adopted by the Board of Education but course requirements have not changed yet.

Nebraska - The Governor's Task Force recommended in 1983 to the Department of Education that curriculum improvements must be done and a core curriculum of basics be established. In 1984 the Board established a core curriculum.

North Carolina - In 1984 the Commission on Education for Economic Growth recommended to the State Board of Education to continue to refine the State Basic Education Program to insure each student has the opportunity to learn basic skills.

Oklahoma - The State Superintendent of Instruction proposes to the local districts that all students in grades 1-8 receive formal reading instruction on a daily basis. No formal action has been taken.

Pennsylvania - In October 1983, a Department of Education report on education stressed curriculum reform in basic skills. In July 1984 preliminary approval was

given to a new set of curriculum regulations. The Board believes that curriculum standards in basic skills is the heart of the State's responsibility for quality education.

South Carolina - The South Carolina Education Improvement Act of 1984 provides for a Basic Skills Advisory Council which will advise and implement regulations on compensatory and remedial instruction.

Utah - The Utah Commission on Educational Excellence in 1983 recommended a time table regarding the amount of time which should be spent each day on the basics. For example, 4th graders should spend 160 minutes on science, 375 minutes on language arts, 120 on music, 250 minutes on mathematics, 150 minutes on social studies.

Virginia - The Board of Education has made more specific standards on textbook selection.

BROADENING OF THE CURRICULUM

Along with the movement toward re-emphasis on basic education, state legislatures have focused on broadening the curriculum. New emphasis has been placed on programs and funding for early childhood education; particularly initiation of compulsory kindergarten; new course offerings for all students in high technology and the arts ; broader definitions of basic education; and, expanded programs for the gifted and talented.

Kindergarten has become mandatory in some states. Alabama, for example, has recommended compulsory kindergarten before a student is admitted to first grade. A Massachusetts panel recommended requiring a program entitled "Readiness Program" for children not yet prepared for kindergarten. Some task forces have recommended lowering the compulsory school-age to five years. However, state legislatures have rejected it in Connecticut and Massachusetts. Kentucky will start mandatory full-day kindergarten in 1985.

New courses are also being offered to students in high-technology fields and in the arts. A new law in Texas mandates a well-balanced curriculum including foreign languages and fine arts in elementary school. Alabama recommends including special courses in home and

personnel management, or life skills in the high school curriculum. Six states have increased the programs for the gifted and talented. California provides special grants for the performing arts.

The National Commission on Excellence in Education recommended the broadening of the definition of basics to include sciences, social sciences and courses in computer literacy. Nebraska's Task Force did recommend expansion of basic skills and the California State Legislature has appropriated funds for a fully-equipt science laboratory in each high school.

SUMMARY OF STATE ACTIVITIES
CURRICULUM

Alabama - In January, the 1984 State Department of Education committee recommended, as a priority, making kindergarten available to all 5-year olds, and in school year 1985-86, attendance is required before a student is admitted to the first grade. There has been no action taken yet. The committee also recommended physical education courses in K-8, doubling the science requirements, and creating a special course in home and personal management or life skills. It is recommended that $1,000 be allocated for each state-earned teacher unit to be used for materials starting in 1984-85. A teacher unit is an established ratio of 25 students to one teachers.

Alaska - In 1984, the Board of Education conducted a survey of curriculum at the district level and established an advisory board to develop model schools so that the districts can raise curriculum standards. This is to be completed in 1985.

Arkansas - The committee of the State Board of Education has expanded the curriculum to include more course work in science, mathematics, art, and music. The schools can receive additional state aid for programs for the gifted and talented and funds to establish programs for them should they not exist.

California - The 1983 Educational Reform Act appropriated $37.9 million to upgrade instructional materials. As of 1984-85, school districts may apply for grants to fund specialized curricula in high technology and performing arts for student in grades 9-12.

Connecticut - The State Board of Education directed that an Advisory Panel study the existing education statute mandating schools to offer a program of instruction which includes the arts, career education, consumer education, health and safety, language arts, mathematics, physical education, science, social studies, and foreign language in secondary schools. Another panel on Early Childhood Education recommended the compulsory school-age be lowered from 7 years to 5 years. The General Assembly rejected it.

Delaware - In January, 1984 the Governors Task Force on Education recommended new and enhanced programs for advanced and gifted students. They have also recommended compulsory kindergarten for all 5-year olds effective school year 1984-85.

Florida - The State Legislature in 1984 appropriated $30 million to the districts through grants to upgrade laboratory skills for students K-12. This was to improve the curriculum in science, math, and computer science.

Georgia - The State Board of Education in 1984 established minimum objectives in the curriculum in all grades K-12. The Board did not give specific curriculum guidelines only the objectives.

Kentucky - A new state law mandates compulsory kindergarten to begin in 1985. In 1986, successful completion in kindergarten will be a prerequisite for a child's entrance into first grade. This program was financed at $100,000 for 1984-85 biennium. The definition of basic skills was broadened to include library skills.

Indiana - In 1983, the Governor's Advisory Commission on Education recommended expansion of its program for gifted and talented students. In 1984, the Assembly increased the funding from $500,000 to $2 million. In the fall of 1985, the Commission on General Education approved computer literacy courses and the state has established and funded at $16 million a consortium for computer and high technology instruction materials.

Kansas - The State Board of Education is conducting a major study on curriculum reform. The 1985 State Legislature is considering a proposal to fund a summer academy program for high-achieving high school students.

Louisiana - In 1984 the State Legislature introduced computer education in elementary and secondary schools and urged the State Department of Education to establish programs to make computer education available to all students. Effective 1985-86 school year, all schools must offer at least half-day kindergarten to any 5-year old. There was no extra funding accompanying the enacting legislation, but a $6 million appropriation is expected in April 1985.

Maine - In 1984, as part of the Education Reform Act, all schools must offer 2 years of foreign language.

Maryland - In 1984 the State Legislature agreed with the Governor's commission that each school must offer 2 years of a foreign language. The requirement becomes effective in September 1985.

Massachusetts - There is a bill pending before the 1985 state legislature requiring elementary schools to offer a program for children not yet ready for kindergarten, called The Readiness Program. The bill also provides for a broader curriculum including computer science, arts and foreign languages. The bill provides state funding for four years at $63.3 million, $67.4 million, $67.4 million and $21.1 million for basic skills and student competencies.

Michigan - In 1984, the State Board of Education recommended to the local school districts that strong alternative programs with support services be instituted to address different levels of student achievement. They also recommended offering foreign languages at the elementary level. The Board also recommended to the Governor and State Legislature that funds be appropriated for special programs for the gifted and talented and funds for new technological equipment. This request will go to the 1985 legislature, but has not yet passed.

Minnesota - In 1984 the State Legislature appropriated $1.12 million for curriculum changes and to integrate technology into the curriculum.

Mississippi - A 1982 law mandates that all school districts implement a kindergarten program by 1985-86, with $5 million available from the State in that year. The law also states that each high school must provide a fully-equipped science laboratory.

Missouri - In its 1984 report, the State Board of Education recommended the introduction of foreign languages in the elementary school. They also recommend revision and improvement of the elementary curriculum in science and mathematics. A 1984 law has broadened pre-school education, but no funds have been appropriated yet.

Nebraska - In 1983 the Governor's Task Force on Excellence in Education recommended broadening the curriculum in the basics to include computer science, fine and performing arts and foreign languages.

New York - The State Board of Education increased the requirements in grades 7 and 8 in Science, Math, English, Social Studies, Art, Music, Career Studies, Library and Information Skills and Physical Education. The Governor has stressed the importance of making all students computer literate by the 21st century. He has recommended that $25.9 million be distributed for computer hardware and software.

North Carolina - In 1984, the Commission on Education proposed to the General Assembly that laboratory equipment be upgraded and new materials be purchased for vocational education, funded at $8 million dollars. They also recommended a computer education fund be started with $750,000, and computer laboratories established in all schools within two years. There has been no action taken yet.

Ohio - The Ohio Commission on Educational Excellence has recommended the continuation of the program for gifted students, which in cooperation with a state university, creates a one-week school for them at a university once a year.

Oklahoma - The State Superintendent of Instruction has suggested that the curriculum include computer literacy courses in high school. It is recommended that kindergarten attendance be mandatory. The Governor has proposed a $77 million appropriation to the legislature in 1985 which has not acted upon it.

Oregon - The State Board of Education has suggested a time-line to the local districts for the broadening of the curriculum: 1984-85 develop common learning skills, 1985-87 develop common curriculum in language arts, math, science, health, and foreign language. For 1987 and beyond, - continue to develop comprehensive curriculum guidelines in advance of state textbook selection. In 1985-87 they will provide models and training in the new technology. In 1985 the legislature in 1985 is expected to fund the educational reforms, but has not taken up the issue yet.

Pennsylvania - In 1983, the Governor's Task Force has recommended to the school districts that they enhance the curriculum to include foreign languages and computer science. Currently, the school districts are implementing the recommendations.

Rhode Island - In his state-of-the state address in January 1985, the Governor proposed expansion of the Basic education Program to include technological resources. The Governor did not propose any budget for the program.

South Carolina - The 1984 law provides for advanced placement courses in secondary schools for the gifted and talented and the programs must be provided for the students no latter than August 15, 1987.

Texas - In 1984 the Board of Education established statewide standards in thirteen subjects. This is to become effective in the 1985-86 school year.

Utah - In January 1985 there has been a one time only $5 million appropriation for textbooks and computer equipment made to the school districts.

Washington - The 1984 law established the opportunity for school districts to institute programs for the gifted and talented. The law established supplementary funds not to exceed three percent of any districts full-time equivalent enrollment.

COMPETENCY TESTS

The debate over institutionalizing competency tests has raged for many years, especially because they are viewed as the guarantor of educational quality. The worry is that elementary and secondary schools are turning out graduates who have not mastered the basic skills of reading, writing and mathematics.

Indeed, the minimum competency movement has generated controversy. The schools and teachers have worried about the need and effect on students; while parents and people outside the education community are concerned about the lack of basic skills among high school graduates.

The National Commission on Excellence in Education in A Nation At Risk recommends that standardized tests of achievement be administered at transition points of schooling. The tests serve several purposes, among them is to certify students' credentials and then to see whether there is need for either remedial course work or advanced, or accelerated course work.

Competency tests, which may also be called achievement tests, assessment tests or tests of basic skills, are examinations conducted at specific grade levels to

establish students' competency in various subjects, most commonly in the basics of reading, writing and mathematics. The tests are given to measure students' knowledge against minimal standards and, in some instances, against national averages.

There are various ways in which the tests are administered. Four states, including Minnesota recommend that the local districts conduct the testing. Massachusetts links testing to state aid. In other states, such as California, the State Board of Education creates and administers the tests.

There is some controversy regarding the instrument to be used. If the "National Assessment of Student Progress" test is used, then the federal government would have a greater say in education than they have presently. A majority of the states, twenty, recommended that the State Board of Education create the testing instrument. In Massachusetts the State Education Department must submit the test along with a plan to the legislature.

Ten states will conduct the test at three grade levels as in Michigan (fourth, seventh, and tenth grade). Kentucky will be testing all students in 1985. In New Jersey and Connecticut, task forces have recommended expanding the tests to include other subject area competencies.

SUMMARY OF STATE ACTIVITIES
COMPETENCY TESTS

Alabama - The State Board of Education Committee has recommended to the local districts that the competency testing in third, sixth, and ninth grade be continued. They wish to expand the achievement testing to every other grade through the 10th grade. Moreover, increased guidance services and remedial programs must be implemented by the State Board of Education. To be implemented, this plan requires legislation.

Arizona - In 1984 the State Legislature required minimum competencies for promotion to ninth grade. There is also a program in Grades 3, 4, 8, 11, to test writing ability.

Arkansas - The State Education Committee mandates competency tests at third, sixth, and eighth grades. The examinations will be created and administered by the State Board of Education.

The State Board of Education has proposed a regulation requiring the measurement of student achievement at all grade levels annually. They recommend using nationally normed reading and math tests.

California - The State Board of Education is developing its own examinations for high school students to test skills in English literature, composition, mathematics, laboratory sciences, foreign languages, and U.S. history. The Legislature appropriated $100,000 for test development.

In 1983-84 the State Legislature implemented and funded at $250,000 the testing of 8th graders using the California "Golden State Examination Program".

Colorado - In January 1985 the Governor has proposed evaluative testing of all students. The Board of Education has instituted periodic achievement tests and are developing writing tests in grades 7, 9, 11 and math tests in grades 9, 10, 11, 12.

Connecticut - The State Legislature mandated statewide competency tests in the fourth, sixth, and eight grades to assess skills in reading, mathematics, and language arts by May 1985. The ninth grade achievement tests will continue and there will be re-testing of tenth, eleventh and twelfth graders using the existing tests. These tests will be used until October, 1986. The legislature has appropriated $885,000 for 1984-85.

Delaware - The Governor's task force has recommended that all students in grades one through eleven pass a statewide competency examination in order to be promoted from one grade to the next. They also stress increased emphasis on essay responses.

Hawaii - The State Education Department is currently conducting a study on changing the basic-skills test that is required in grades 8, 10, 12.

Idaho - The State Board of Education has mandated proficiency tests for eighth graders and achievement tests for tenth graders beginning in 1985.

Illinois - As part of a $1.2 billion school reform proposal, the Illinois Commission on Improvement of Elementary and Secondary Education, proficiency tests in reading, math and language arts would be given to 3rd, 6th, 8th and 10th graders. Students scoring one year below grade level would fail, but remedial instruction would be provided. The program is estimated at $229.4 million over 3 years.

Indiana - In 1985 Indiana will test 3rd graders as part of a statewide student competency testing program. Tests for sixth and eighth graders will be phased in at a later date. Follow-up remedial course work will be available for students who need it. The state will pay for all testing and remediation estimated to cost $181 million.

Kansas - The state legislature approved a five-year continuation of a testing program in grades two, four, six, eight and ten. The Basic Skills Test will be given in reading and mathematics.

Kentucky - In 1985 all students will take an essential skills test in reading and mathematics. The law mandates the State Department of Education to implement a statewide testing of basic skills in grades 3,5,7,10 and to administer the appropriate test annually. Legislated in 1984 and fully effective in 1986, with $17 millions for skills and remediation.

Louisiana - A 1984 law requires that a literacy assessment program be implement beginning in the 1984-1985 school year. The tests will be restricted to grades 2, 3, 4, and 5. Grade eight will be added in 1986-87. A prior law stated that testing should begin in 2nd grade and then incorporate grades 3-12.

Maine - A 1984 law provides for statewide achievement testing for all students, in grades 4, 8, and 11. This will be fully effective in 1986.

Massachusetts - A bill debated currently in the State Legislature recommends strengthening existing basic skills test, especially in the 4th grade. The test is to be used to diagnose any existing problems and then to provide remediation. The tests will be developed in 1984-85 at a cost of $180,000. They will begin the new testing in 1985-86 at a cost of $400,000. Another $5 million is budgeted for remedial programs beginning in 1986.

Michigan - The State Board of Education recommended the establishment of written student performance standards at the local level. They recommend that current fourth, seventh and tenth grade testing in reading and mathematics be expanded to include essential skills and "life role" competencies such as social studies. The board also recommended increased funds for the state Educational Assessment Program for the development of competency tests. The Governor has recommended it to the Legislature in 1985, they have not acted on it as yet.

Minnesota - The members of Minnesota's Educational Task Force were in favor of a mandatory statewide testing system. However, the 1984 State Legislature directed the school districts to test learning on a periodic basis. Testing is mandated at three various grade levels using the "National Assessment of Student Progress" as the testing instrument. The Legislature appropriated $575,000 to enhance statewide assessment and $320,000 to establish a "test-item bank".

Mississippi - The 1982 state law directs the State Board of Education to implement a statewide testing program in grades 3,5,8,11. The students must demonstrate a minimum level of functional literacy.

Missouri - In 1984, the State Board of Education recommended to the legislature the establishment of a state-funded program to provide the schools with objective-based tests for instructional use. No action has been taken yet.

Montana - The Department of Education in 1984 requires the school districts to test achievement in grades 3, 6, 8, 10.

Nevada - In January 1985 the Board has recommended that the legislature fund a statewide review of the testing established in 1978 for grades 3, 6, 9, 12.

New Jersey - In September 1983, Governor Kean announced that the State would drop its current tests geared to minimum and would give validated achievement tests chosen by the School Districts in grades 3 and 6. The Board in 1984 is pilot testing tests in grades 4, 8, 11.

North Carolina - The State Legislature in 1984 ordered the Board of Education to develop basic skills competency tests in grades 3, 6, 9. It is funded as part of the $94 million reform bill.

Oklahoma - An educational initiative by the State Superintendent of Instruction is that the local school districts test student competency in grades 3,6,8,11.

Oregon - There is now in place district administered tests of competency at grades 3,6,8,11 in most districts. The State Board of Education will assist the local district with testing models. The State Board of Education will test all eighth graders in the spring of 1985 and annually thereafter.

Pennsylvania - In the fall of 1984, the Governor`s committee recommended that all third, fifth, and eight graders will be tested in reading and mathematics. A remedial program to aid the students who do not meet the standards has been funded at $48 million annually.

In January 1985 the first tests were given. 353,000 public school students in third, fifth, and eighth grades took the tests. 82% of the students passed.

South Carolina - The 1984 law mandates the State Board of Education to establish criteria for promotion (by 1987) which must include, in grades 1, 2, 3, 6 and 8, a basic skills test for reading and for mathematics.

Texas - The state legislature in 1984 mandated competency tests in first, third, fifth, seventh, ninth and twelfth grades. The tests will be administered by the State Board of Education and shall be given in mathematics, English, and language arts.

Washington - The 1984 law mandates that the Superintendent of Public Instruction will prepare and conduct with the local school districts a standardized achievement given to all fourth and eighth grade students. The test will assess skills in reading, mathematics, and language arts. The Superintendent will biannually test 2,000 11th graders using a random sample statistical method. The Superintendent must report annually to the legislature on the achievement level of students.

Wisconsin - The task force recommends a uniform statewide reading test be given to all fourth graders. With districts to appropriate a remedial program for the students.

GRADUATION REQUIREMENTS

Perhaps the most serious indictment of our educational system, made by the National Commission on Excellence in Education ,was the finding that twenty-three million American adults are functionally illiterate by tests of everyday reading, writing, and comprehension.

Many states have responded to the indictment by increasing the number of basic courses and credits needed to graduate, and by making students pass stricter examinations. By 1985, twenty-nine states had altered graduation requirements. Eighteen states have increased the number of core courses needed to graduate.

In addition to increasing course requirements, sixteen states have raised the number of requisite credits. Indiana's Commission on General Education, appointed by the governor, revised the requirements for graduation including the increase of course credits from 32 to 38.

Five states have either instituted examinations for graduation or toughened existing examinations. The California incentive program provides $400 awards per pupil to school districts that increase the composite score of graduating students.

Also, there is a trend among the state Education Departments to have diplomas reflect different programs or levels of academic achievement. The California law, provides for honors diplomas. A Texas law provides for repetition of the graduation examination upon failure the first time.

SUMMARY OF STATE ACTIVITIES
GRADUATION REQUIREMENTS

Alabama - The State Board of Education recommends implementing the guidelines found in a NATION AT RISK. Four units of English, 2 units of mathematics, 3 units of Social Studies, 2 units of Sciences, 1 unit of physical education. The Board also recommends that different types of diplomas be given to students who pass the graduation exam and those who do not. No action has been taken yet.

Alaska - In April of 1984 the State Board of Education approved tougher graduation requirements. The new regulations will be phased in over the next two years beginning in the 1985-86 academic year. Students will be required to complete 29 credits instead of the current 19. Four of the credits must be in language arts, three in social studies, two in science, two in mathematics, and one in physical education. Previously, one credit was earned in each of the courses.

Arkansas - The State Education Committee has mandated the National Commission's list of core subjects for graduation. A student needs 20 credits in order to graduate.

California - The 1984 law states that in order to graduate, students must have 3 years of English, 2 years of math, 2 years of science, 3 years of social studies, 1 year of fine arts or foreign language and 2 years of physical education. Students can receive honors designations and insignia on their diploma.

Connecticut - The State Board of Education Task Force recommends that the class of 1988 must have 20 credits in order to graduate including 4 credits of English, 3 credits of science, 1 credit in the arts, and 1 credit of physical education.

Delaware - In their report of January, 1984 the Governors Task Force on Education has recommended a graduation exam based on national standardized tests.

District of Columbia - In 1980 graduation requirements were raised from 17 1/2 to 20 1/2 credits.

Florida - The 1983 Educational Reform and Improvements Act requires that by 1986-87 the number of credits needed for graduation be increased to 24. Four credits must be in English, three in mathematics, three in science, one in American History, and one in World History.

Georgia - In 1983 the requirements for graduation were increased to 21 credits which include 2 each in math and science, 4 in English, 3 in social studies, 1 in computer technology, fine arts or vocational education.

Illinois - In 1983 the State Legislature enacted graduation requirements of 3 years of English, 2 years of math and social studies, 1 year science, 1 year foreign language, fine arts or vocational education, 4 years physical education.

Indiana - The Commission on General Education revised the state's graduation requirements in 1983. They raised the number of credits from 32 to 38, and added an extra year of math, science, and language arts.

Kentucky - Graduation requirements were increased to 20 units, which means 4 years of English, 3 years math, and 2 years of science.

Louisiana - The State Board of Elementary and Secondary Education approved new requirement in 1984. Effective in 1988, there will be 22 credits needed to graduate.

Massachusetts - The school reform bill being debated in the 1985 legislative session states that the schools' committees must establish standards for awarding diplomas which must include locally determined means of measuring mastery of the core curriculum. The bill defines the core curriculum as consisting of basic courses as English, Math, Science, Social Studies and the Arts.

Michigan - The State Board of Education recommended to the local boards that the following be required: to take 4 credits of communication skills, 2 credits math, 2 credits science, 3 years social science, 2 credits foreign language, and, or vocational education, 1 credit physical education an 1/2 credit computer science.

Mississippi - A 1982 law toughened graduation requirements. The Board is working to implement it based on a core of 18 credits and drawing from A NATION AT RISK guidelines.

Missouri - The State Board of Education adopted new minimum high school graduation standards effective July 1, 1987. Twenty-two credits will be needed to graduate, with more required courses in English, math, science and social studies.

The State Board of Education in 1984 recommended the adoption of minimum statewide high school graduation standards which require all students to earn 22 units of credit, including three units of English; two units each of science mathematics and social studies; and one unit each of practical arts, fine arts and physical education.

Nebraska - The Governor's Task Force recommended that requirements for graduation be increased to 4 years of English, 3 years of Math, 2 years of Foreign Language, 2 years of Science, 3 years of Social Studies, 2 years of fine or performing arts, and 2 years of foreign language.

New Jersey - In 1985, the Governor has requested legislation to allow the State Board of Education to make up a more difficult graduation test including a written segment in English for bilingual students.

New York - The state requires study of a second language, 4 years of English, 4 years of social studies, 2 years of science and 1 year of art or music in order to graduate.

North Dakota - A 1984 State law establishes a commission to examine school curriculum to recommend minimum graduation requirements.

Ohio - Effective in 1987, the State Board of Education added an additional year of mathematics to the requirements for graduation.

Oklahoma - The State Superintendent of Instruction has suggested that graduation requirements be strengthened to include 1 unit of world history and 1/2 unit in computer literacy.

Oregon - The State Board of Education will raise the total credits from 21 to 23. Also, the state will give an honors diploma.

Tennessee - The State Board of Education has increased the number of credits needed for graduation to 20 credits, previously there were 18 credits.

Texas - The 1984 law states that students may not graduate without satisfactorily completing a comprehensive test. The test may be re-taken if failed.

Virginia - In 1983 the State Board of Education increased from 8 to 20 credits the number of credits needed for graduation.

Washington - In 1983 graduation requirements were increased by the State Board of Education. In 1985-86 students in ninth grade must have 2 years of science and 2 years of math to graduate.

Wisconsin - This was the first state legislature to mandate graduation requirements. They include 4 years of English, 3 years of social studies, 2 years each of science and mathematics.

DISCIPLINE

Many of the State Educational Task Force reports discuss the problems of the disruptive learning environment in the schools. It is well-documented that if students are not safe and attentive, the curriculum cannot be mastered and educational standards will not be reached. Thus measurement of achievement can become meaningless.

The states have addressed the problem in two major ways: either to direct the school boards to write codes of conduct for students, or, for the State Boards of Education to write the code and have the schools write the specifications. For example, the Kentucky State legislature required the State Department of Education to develop statewide student discipline guidelines to be implemented by January 1, 1985. In Massachusetts, a bill before the Legislature would require that school districts have written rules and regulations on the conduct of students. Seven states have directed the local school boards, and nine states have directed the state board to write the codes.

SUMMARY OF STATE ACTIVITIES
DISCIPLINE

Arkansas - The State Department of Education will develop student discipline guidelines to be implemented by school districts via written discipline policies including a code of student behavior.

California - The 1983 law contains specific discipline guidelines: the parents of truant students will be notified; immediate expulsion of students for causing injury to others or carrying dangerous objects or drugs; if suspended from one class, a student may not be placed in another class; teachers are allowed to require make-up work by suspended students; the schools may use "written testimony at expulsion hearings when witnesses are at risk of harm;" teachers may give failing grades to pupils with excessive unexcused absences. The law also provides for increase in guidance and peer counselors for students with discipline problems.

Connecticut - The State Legislature has mandated that a policy on discipline or a code of student behavior be developed in every school district.

Delaware - The Governors Task Force on Education recommends that a code of conduct be developed by parents, students, teachers in each school district. The Commission also recommends that habitual violators be removed from the classroom.

Kentucky - In 1984, the State Legislature mandated that the State Department of Education develop statewide student discipline guidelines and recommendations. The guidelines will be distributed to all school districts by January 1, 1985.

Louisiana - A 1984 law requests a report on school reform be made by April 1985 and it should include a high school disciplinary program.

Maryland - Since 1977 limited funds have been available for various programs for disruptive students. The programs are divided into three levels: long-term direct intervention; short-term direct intervention; and long-term indirect intervention. In 1984, funds will be used for research and school projects for teachers on effective discipline procedures.

Massachusetts - The proposed law contains rules and regulations on the conduct of students, providing for suspension and expulsion of students.

Michigan - The State Board of Education has recommended that attention be given to this issue to create a better learning environment. The Commission believes that programs for disruptive students should be developed and the schools should cooperate with community agencies to reduce and prevent disruption in the classroom.

Mississippi - The 1982 law gives the Department of Education the responsibility to define a discipline policy. The legislature wishes a systematic approach to discipline which is applied consistently in similar cases.

New Jersey - In Governor Kean's address to the State Legislature in September 6, 1983,he stressed standards for the classroom be set and that there should be stronger enforcement of statutes already on the books.

North Carolina - The Commission on Education has recommended that the General Assembly appropriate $100,000 to establish an office for school discipline to serve as a resource to local schools. It recommends that local schools join together with each other and community groups to determine explicit disciplinary procedures.

Ohio - There has been a new state standard code on Conduct for school districts, initiated by the State superintendent in 1984.

Oklahoma - An initiative suggests that the State Department of Education booklet Crossroads...A Handbook for Effective Classroom Management be used by teachers. There is a state law that each school district develop and publish a local discipline policy.

Pennsylvania - The Governor's Commission on Education in 1983 recommended that the school boards develop discipline policies which define behavior and ensure a classroom environment conducive to learning.

South Carolina - The 1984 law gives the State Board of Education the power to establish minimum standards of conduct and behavior which must be met by each student. Also, a uniform system of enforcement of the rules must be established.

Texas - A 1984 law states that each district shall adopt and implement a discipline management program including a code of conduct which includes the specific consequences for violation of the code. It also provides for an alternative education program.

EXTENDED SCHOOL DAY OR SCHOOL YEAR

The National Commission on Excellence in Education also recommended that ways be found to use time spent at school more effectively. They strongly recommended to school districts and state legislatures that a seven hour day be considered, the school year be extended from 200 to 220 days. These recommendations evolved from findings that U.S. students spend much less time in school compared with students in other industrialized countries. In England, for example, the average school day is eight hours long and the school year is 220 days. In Japan, the total number of days spent in the classroom in 12 years are equivalent to nearly 16 years of schooling in the United States.*

In the United States, the average school day is six hours long and the school year is between 170-180 days long. States have responded to this finding in different ways. Typically, states have recommended that the school year be expanded; the school day be lengthened and that more of the existing school time be spent on academic course work.

*Nobuo K. Shimahara, "Japanese Education and Implications for U.S. Education," Phi Delta Kappan, February 1985.

SUMMARY OF STATE ACTIVITIES
EXTENDED SCHOOL

Alabama - The State Board of Education requirements for 175 days will not be changed, but the Board's Commission recommends that a full six hours of instruction be given and not misused, as they believe it is presently.

Arkansas - The State Board has increased the school year to a minimum of 178 days in 1987 and 180 days in 1989-90 school year.

California - The Education Reform Act of 1983 allows for bonuses for each school district to increase the number of instructional minutes. The schools must begin the increases in 1984-1985 to be eligible for bonuses. They must then maintain and increase the instructional minutes over the next three years. The legislature has appropriated $256 million to extend the school year.

Connecticut - The State Board of Education recommended to school districts that the high school periods be increased from 40 minutes to 45 minutes, but no funds were appropriated.

Delaware - The Governor's Task Force in 1984, recommended that at least 850 hours of the school year be allocated to core academic courses. The local districts may have to expand the day or the year and they are given the choice.

Florida - In 1989, the State Legislature mandated a seven period day for high schools. This is one period longer than at present.

Idaho - In 1984 the State Board mandated a 6 period day.

Kansas - The state legislature increased the amount of time seniors must be in attendance to be considered full-time students for state aid purposes. A commission is examining measures to increase and enhance the already allotted time for academic studies.

Kentucky - The 1983 law establishes an additional period of instruction in high school for the 1985-86 school year.

Massachusetts - The currently debated bill recommends an extension of the school day or year by ten percent. The local school district may choose which option it wishes. This measure is opposed by the Governor.

Michigan - The State Board of Education recommends a school year of 200 days of which 190 must be used for instruction.

Missouri - In 1983 the state's General Assembly eliminated a statewide minimum of school day attendance. The State Board of Education recommends restoring the 174 day year. It is also proposed that the State Legislature enact an incentive program in the form of more state aid for school districts who choose to extend the school year.

New Hampshire - Beginning in 1985, a 180 day year has been mandated by the State Board of Education.

Nebraska - The Governor's Task Force has recommended that the school year be increased to 180 days from the current 175 days. Local districts may have the choice to lengthen the day or year.

The 1983 Governor's Task Force recommended that the school years be based on 1,086 instruction hours. They gave the districts the flexibility in terms of length of school day, week, and year.

North Carolina - In January 1985 there has been a pilot program set up in two district to have a seven hour, two hundred day school calendar.

North Dakota - In 1983 the school day was increased to 5 1/2 hours and the year increased from 180 to 185 by the State Board of Education.

Ohio - The State Superintendent recommends the expansion of the school day or year to ensure students a full 182 day school year.

Oklahoma - The State Superintendent of Instruction recommends that the school year be extended from 180 days to 190.

Oregon - The State Board of Education will, by 1985-87, establish a 175 day instructional year. They wish the local districts to use the existing time more efficiently and effectively.

South Carolina - In 1984 the legislature increased the year by five days to 190 for teacher planning. The day was also extended to six hours.

South Dakota - In 1984 the State Board of Education mandated that classes must meet 250 minutes per week per class. In January 1985 the Governor proposed an increase of five days to the year for teacher preparation and additional staff development.

Texas - The 1984 law mandates that extra-curricular activities be curtailed and more time spent in academic activities.

Wyoming - Governor Ed Herschler in his opening statement to the State Legislature in January 1985 asked for additional funds to add five professional days to the school calendar.

HOMEWORK

The emphasis on more homework for students among state reform efforts is seen as a crucial method for improving academic performance. For example, the Michigan Board of Education polled the state in June, 1983 concerning the recommendations of the National Commission in Excellence in Education. One significant finding was that sixty-nine percent of the public favored increasing the amount of homework expected of high school students. Moreover, the people believe that it is a serious problem when national reports show that the amount of homework for high school seniors had decreased over the last several years.

The only state law to discuss homework is Connecticut. The other discussions have come from the Task Forces or the State Boards of Education.

SUMMARY OF STATE ACTIVITIES
HOMEWORK

Alabama - The State Department of Education Commission recommended to the school districts that homework be given to promote good study habits and be required in each subject area and guidelines established as part of the instructional plan that each school district must establish.

Arizona - The State Education Committee has mandated that each school district adopt a written policy establishing guidelines for homework and independent study skills.

Arkansas - The State Board of Education in 1984 mandated that each school district adopt a written policy statement which established guidelines for homework and aids the development of the students' independent study skills for each grade level.

Connecticut - The 1984 state law requires the school districts to have a policy on homework.

Delaware - The Governor's Task Force on Education, in its January 1984 report recommended that local boards of education require minimum standards for homework. The standards should be put into writing and sent to students and parents. The Task Force recommended to the schools that they emphasize essay responses to the homework assignment.

Michigan - The Michigan State Board of Education Commission urged that the schools adopt a policy on homework which includes how it is assigned, monitored, and made more meaningful. They also believe that to make it meaningful, homework should be graded and returned to the students.

Minnesota - The Task Force was almost unanimous in their desire to have the State Board of Education mandate homework to the school districts.

Missouri - In 1984 the State Board of Education recommended that the districts establish reasonable local policies for daily homework and independent study.

Nebraska - The Governor's Task Force on Education recommends that the classroom teacher should develop guidelines for homework. The Task Force believes that homework is, and should be made to be, an extension of the classroom learning experience.

North Carolina - The Commission on Education for Economic Growth recommends that the schools should work with parents to establish policies on homework.

Vermont - The Commission on Education Excellence recommends that the quality and quantity of homework be examined.

Wisconsin - The Task Force recommends that an average of two hours of homework be given daily or the completion of one written assignment be given each week in grades 3 through 5.

BIBLIOGRAPHY

State Laws

California State Department Of Education, Educational Reform Act of 1983.

The Commonwealth of Massachusetts House of Representatives. An Act Providing For The Improvement And Modernization Of Public Elementary And Secondary Education. (House Bill No 6262) 1984.

General Assembly of The Commonwealth of Kentucky. An Act Relating To Certification of School Employees And Making An Appropriation Therefor. (Senate Bill No 19). 1984.

The Commonwealth of Massachusetts General Court Joint Committee on Education. Special Report of the Committee on Education Relative To Improving the Quality of Public Education in the Commonwealth. (House No 5000) 1984.

The General Assembly of The State of Arkansas: An Act to Allocate State School Aid To Locate School Districts in an Equitable Manner; To Declare An Emergency; And For Other Purposes. (House Bill 44.) 1983.

Forty-ninth Legislative Assembly of North Dakota. An Act to Amend and Reenact Section 15-59-07.2 Of The North Dakota Century Code, Relating To Reimbursements Made By The Department of Human Services For Special Education Boarding Care Costs. (Senate Bill No. 2062). 1983.

Forty-ninth Legislative Assembly of North Dakota. An Act Relating To The District Reorganization, Annexation And Dissolution of The North Dakota Century Code. (Senate Bill No. 2065) NA.

Forty-ninth Legislative Assembly Of North Dakota. Aid For Transportation. (House Bill No. 1049). 1983.

Forty-ninth Legislative Assembly of North Dakota. Area Service Agency Pilot Program To Provide Educational And Administrative Services To Schools, and To Create A New Subdivision To Subsection 1 of Section 57-15-14.2 of The North Dakota Century Code. (House BIll No. 1053.) NA.

Forty-ninth Legislative Assembly Of North Dakota. A Concurrent Resolution Urging The United States Department of Education To Approve The Application For Federal Funds For A Post-Secoondary Special Education Program At The North Dakota State University- Bottineau Branch. (Senate Current Resolution *PTO)

Forty-ninth Legislative Assembly of North Dakota. Declaration of Legislative Intent - Educational Support Per Pupil - School District Equalization Factor - Limitations. (House Bill No. 1048). 1983.

Forty-ninth Legislative Assembly Of North Dakota. The Minimum Length of the North Dakota Century Code, Relating To The Minimum Length Of The School Term and Inservice Education Training. (House Bill No. 1052.) 1983.

Forty-ninth Legislative Assembly Of North Dakota. Partnerships in Educational Excellence Program. (House Bill No. 1051). NA.

Forty-ninth Legislative Assembly Of North Dakota. Tax Levy Limitations in School Districts. (House Bill No 1050). NA.

Kentucky General Assembly. An Act Relating To Testing Pupils. (Senate Bill No. 169). 1984.

Kentucky General Assembly. Education And Format. (SB 26). 1984.

Legislature Of The State Of Idaho. Teacher Excellence Program - School District Participation. (House Bill No. H75). 1984.

The Legislature of The State of Washington. An Act Relating To Improving Excellence in Education. (House Bill 1246). 1984.

Mississippi Department of Education Performance - Based School Accrediation In Mississippi: Implementation of The Education Reform Act of 1982. (Working Draft)

Oklahoma State Board of Education. Oklahoma Education Reform: (House Bill 1706.) 1980.

State and General Assembly of The State of New Jersey. An Act Creating a Commission And Task Forces on Education, And Making An Appropriation. (Assembly, No. 3851). 1983.

South Carolina State Legislature. South Carolina Education Improvement Act of 1984. 1984.

State of Arkansas.
An Act To Allocate State School Aid To Local School Districts In An Equitable Manner; To Declare An Emergency; And For Other Purposes. (House Bill 44). 1984.

The State of Maine
An Act To Implement The Recommendations Of The Commission On The Status Of Education In Maine. (H.P. 1895-LD 2492). 1984.

Texas Legislature. An Act Relating To The Public School System. (HB72) 1984.

REPORTS

Alaska Department Of Education. News Releases. 1984.

The Board of Education, District Of Columbia Public Schools. A Comprehensive Report On Merit Pay. 1983.

Boston University School Of Education. Teacher Quality An Analysis Of The Problem And Policy Interventions. 1982.

California
SB 813 Conference Committee. Strengthening Graduation Standards And Improving Course Offerings. NA.

Colarado Federation of Teachers
Career Ladder: Proposal. 1984.

Department of Education. Better Schools Program - Tennessee 1983.

Department of Education.
Kentucky State. Equitable Financing of Public Schools. 1983.

Department of Education. Turning The Tide: An Agenda For Excellence in Pennsylvania Public Schools. 1983.

District of Columbia Public Schools. A Study Of Teacher Incentives For The District Of Columbia Public Schools: 2 Volumes 1984.

Florida Department of Education Division Of Public Schools. 1984-85 Florida Education Finance Program. 1984.

Governor George Nigh Of Oklahoma. Nigh Issues Four Initial Education Reform Proposals. (Press Release). 1984.

Governor's Press Office. Commonwealth of Pennsylvania Education Reforms: Incentives For Outstanding Work By Teachers and Students In Pennsylvania Public Schools.

The Governor's Select Advisory Commission For Primary And Secondary Education. Preliminary Report. 1982. (Indiana)

The Governor's Select Advisory Commission For Primary And Secondary Education. Final Report. 1984. (Indiana)

The Governor's Select Advisory Commission For Primary And Secondary Education. Summary of Recommendations 1983. (Indiana).

The Governor's Task Force On Education For Economic Growth. Agenda For Excellence: The Challenge For Delaware Education In The 1980's A Summary. 1984.

The Governor's Task Force On Excellence in Education. Nebraska's Schools. 1983.

Illinois Commission On The Improvement Of Elementary And Secondary Education. Excellence In The Making. 1985

Illinois Public School Finance. State Superintendent's Preliminary School Finance Reform Recommendations: Resource And Background Materials. 1984.

Illinois State Board of Education. The Report of The Technical Advisory Panel: A Comprehensive System For Financing Illinois Public Education. 1983

Kean, Thomas H. Governor. Annual Messeage To The New Jersey State Legislature NA.

Kean, Thomas H. Governor, Education In New Jersey: A Blueprint For Reform. 1983.

Louisiana Department of Education. Education Related Legislation 1984.

Maryland State Department of Education. Serving Maryland Citizens Through Education, Public Libraries, And Vocational Rehabilitation. 1984.

The Michigan State Board of Education. Better Education For Michigan Citizens: A Blueprint For Action. 1984.

Michigan State Board of Education. Opinions Of Michigan Citizens About Recommendations Of The National Commission On Excellence In Education. 1983

Minnesota Department of Education. Action For Excellence: Recommendation. 1984.

Minnesota Department of Education. Task Forces Report To Randall On Restructuring Education. 1984.

Mississippi State Department Of Education. The Commission On Teacher And Administrator Education, Certification, And Development: Implementation Of The Education Reform Act Of 1982. 1984.

Missouri State Board of Education. Researching For Excellence: An Action Plan For Edcuational Reform In Missouri. 1984.

Montana Legislative Council. Montana School Finance: A Question of Equity. 1982.

National Center For Policy Analysis. The Failuer Of Our Public Schools: The Causes And A Solution. 1983.

The National Commission On Excellence In Education. A Nation At Risk: The Imperative For Educational Reform. 1983 .

National Governors' Association. A Report On Educational Initiatives In The State Of Indiana. 1984.

North Carolina State Board Of Education. Recommendations Of North Carolina Commission On Education For Economic Growth And North Carolina Public Education Policy Council. 1984.

North Dakota Legislative Council. Education "A" Committee. Report. 1984.

North Dakota Legislative Council. Education "B" Committee. Report. 1984.

Office of Public Instruction. Excellence in Montana Schools: 1983 Task Force Report. 1983.

Oklahoma State Department Of Education. Investing In Oklahoma's Future. 1984.

Oregon Department of Education. Oregon Action Plan For Excellence. 1984.

Research Department: Minnesota House of Representatives. Minnesota School Finance. 1982.

Southern Regional Education Board. State Actions: Career Ladders And Other Incentive Plans For School Teachers And Administrators. 1984.

Select Committee on Public Education - Texas House Of Representtives. Recommendations. 1984.

State Board of Education. Action For Excellence: 21 Recent School - Reform Initiatives In Missouri. 1984.

State Board Of Education. Standards For Accreditation Of Arkansas Public Schools. 1984.

State Board of Education
Update: Connecticut's
Challenge. 1984.

The State Department
Of Education. A Plan
For Excellence: Alabama's
Public Schools. 1984.

State of Connecticut, Department
Of Education. Stress,
Dissatisfaction, And
Intention To Leave
Teaching Among Experienced
Connecticut High School Teachers.
1982.

State of Florida, Department
Of Education. Legislative
Report #10. 1984.

State of Florida Department
Of Education. A Review Of
The Educational Reform
And Improvements Enacted
By The 1983 Florida
Legislature And Questions
And Answers Regarding
Intent, Distribution, And
Implementation. 1983.

State of Florida, Department
Of Education. The Florida
Merit Compensation Program.
1983.

State of Ohio Department
Of Education. Education
Reform. NA.

The State of Wisconsin,
Executive Department.
Final Report of The
Governor's School Finance
Task Force. 1984.

Task Force For Educational
Excellence in Mississippi. An
Opportunity For Excellence: The
Education Reform Art of 1982;
Summary. 1983.

Texas A & M University Organized Research. Resources For Public Education & Teacher Quality Na.

Texas Education Agency. Texas Public School Finance Plan And Other Provisions: Implementation of H.B. 72 Special Session 68th Legislature. 1984.

The Twentieth Century Fund Task Force On Federal Elementary And Secondary Education Policy. Making The Grade. 1983.

United States Department Of Education. The Nation Responds: Recent Efforts To Improve Education. 1984.

Utah Commission On Educational Excellence. Report., 1983.

West Virginia Board of Education. A Master Plan For Public Education. 1983.

West Virginia Department Of Education. Annual Report Volume I. 1983-84.

NEWSPAPERS

Alberquerque, NM. - Alberquerque Journal.

Atlanta, GA. Atlanta Constitution.

Austin, Tx. Austin American Statesman.

Baltimore, MD. Baltimore Sun.

Baton Rouge, LA. Baton Rouge Advocate.

Bismark, SD. Bismark Tribune.

Boise, ID. Idaho Statesman.

Boston, MA - Boston Globe.

Burlington, VT. Burlington Free Press.

Charleston, WV. Charleston Gazette Mail.

Charlotte, NC. News & Observer.

Chicago, Il. Chicago Tribune.

Chynnee, WY. State Tribune.

Cleveland, OH. Plain Dealer.

Columbia SC. State Newspaper.

Columbus, OH. Columbus Dispatch.

Dallas, TX. Dallas Herald.

Denver, CO. Denver Post.

Des Moines, IA. Des Moines Register.

Detroit, MI. Detroit Free Press.

Dover, DE. Delaware Maryland State News.

Harrisburg, PA. Patriol News.

Hartford, CT. Hartford Courant.

Helena, MT. Helena Independent Record.

Honolulu, HI. Honolulu Advertiser.

Houston, TX. Houston Chronicle.

Indianapolis, IN. Indianapolis Star.

Jackson, MS. Clarion Ledger.

Jefferson City, MO. Capital News.

Juneau, AL. Juneau Empire.

Lansing, MI. Lansing State Journal.

Las Vegas, NV. Las Vegas Review Journal.

Lexington, KY. Lexington Herald & Leader.

Lincoln, NB. Lincoln Star.

Little Rock, AR. Arkansas Gazette.

Los Angeles, CA. Los Angeles Times.

Manchester, NH. Manchester Union Leader.

Madison, WI. Wisconsin State Journal.

Memphis Ti. Tennessean.

Miami, Fl. Miami Herald.

Newark, N.J. - Newark Star Ledger.

New Orleans LA. Times Picayne.

New York, NY. Daily News.

New York, NY. New York Post.

New York, NY. New York Times.

New York, NY. Wall Street Journal.

Oklahoma City, OK. Daily Oklahoman.

Philadelphia, PA. Philadelphia Enquirer.

Phoenix, AZ. Arizona Republican.

Portland, OR. Portland Press Herald.

Providence, RI. Providence Journal.

Richmond,VA. Richmond Times Dispatch.

Sacramento, CA Sacramento Bee.

Salem, OR. Statesman Journal.

Saint Louis, MO. Saint Louis Post Dispatch.

Saint Paul, MN. Saint Paul Pioneer Press.

Salt Lake City, UT. Salt Lake Tribune.

Seattle, WA. Seattle Times.

Soux Falls, SD. Argus Leader.

Springfield, Il. State Journal Register.

Talahassee, Fl. Talahassee Democrat.

Topeka ,KS. Capital Journal.

Trenton, NJ. Trenton Times.

Washington, DC. Washington Post.